

**Bogocitizens: Boosting Second Graders' Sense of Belonging Towards Their Home Context Through a Translanguaging-Based Project.**

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## Abstract

This study explores how a translanguaging-based project can enhance second graders' sense of belonging to their home context at a bilingual private school in Bogotá, Colombia. Grounded in a qualitative, action research design, the project integrates translanguaging pedagogy within a Project-Based Learning (PBL) framework to promote students' linguistic engagement, cultural awareness, and emotional connection to their city. Twenty second-grade students participated in the *Bogocitizens* project, which included three pedagogical artifacts: the *Bogocitizens Passport*, the *TikToker Video Project*, and the *Bogocitizens Times Newspaper*. These instruments collected evidence of how learners used their full linguistic repertoires to express identity and reflect on their local context. Data were analyzed through thematic analysis, revealing two central themes: Sense of Belonging and Translanguaging, each with interconnected subthemes. The findings show that translanguaging enabled students to communicate meaningfully, integrate their languages strategically, and engage creatively with Bogotá's cultural and social life. Furthermore, the project fostered civic awareness, collaboration, and family participation, strengthening students' affective ties to their community. Overall, this study demonstrates that translanguaging, when embedded within project-based and contextually relevant learning, enhances both bilingual development and students' sense of belonging, offering valuable implications for inclusive and culturally responsive bilingual education.

**Keywords:** *translanguaging, sense of belonging, bilingual education, project-based learning, action research.*



## Resumen

Este estudio explora cómo un proyecto basado en la pedagogía del *translanguaging* puede fortalecer el sentido de pertenencia de los estudiantes de segundo grado hacia su contexto local en un colegio bilingüe privado de Bogotá, Colombia. Desde un enfoque cualitativo y bajo el diseño de investigación-acción, el proyecto integró estrategias de *translanguaging* dentro del marco del Aprendizaje Basado en Proyectos (ABP), con el propósito de promover la participación lingüística, la conciencia cultural y la conexión emocional de los estudiantes con su ciudad. Veinte estudiantes participaron en el proyecto *Bogocitizens*, el cual incluyó tres artefactos pedagógicos: *Bogocitizens Passport*, *TikToker Video Project* y *Bogocitizens Times Newspaper*. Estos instrumentos permitieron recopilar evidencias sobre cómo los aprendices emplearon su repertorio lingüístico completo para expresar su identidad y reflexionar sobre su entorno local. El análisis temático de los datos reveló dos categorías centrales: Sentido de pertenencia y Translanguaging, cada una con subtemas interrelacionados. Los resultados muestran que el *translanguaging* permitió a los estudiantes comunicarse de manera significativa, integrar sus lenguas estratégicamente y relacionarse creativamente con la vida cultural y social de Bogotá. Asimismo, el proyecto fomentó la conciencia cívica, la colaboración y la participación familiar, fortaleciendo los vínculos afectivos de los niños con su comunidad. En conjunto, este estudio demuestra que el *translanguaging*, al integrarse en prácticas de aprendizaje basadas en proyectos y contextualizadas, potencia el desarrollo bilingüe y el sentido de pertenencia de los estudiantes, aportando implicaciones valiosas para una educación bilingüe inclusiva y culturalmente pertinente.

**Palabras clave:** *translanguaging*, *sentido de pertenencia*, *educación bilingüe*, *aprendizaje basado en proyectos*, *investigación-acción*.



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## Introduction

In bilingual education, the integration of students' linguistic and cultural backgrounds plays a crucial role in shaping their learning experiences and identity development. As part of a school-wide, transversal Project-Based Learning (PBL) initiative, students at a bilingual private school in Bogotá have engaged in interdisciplinary projects aligned with local civic goals. One such initiative, inspired by the campaign *Bogotá: mi ciudad, mi casa* (Alcaldía de Bogotá D.C., 2024), sought to promote a sense of belonging among residents by celebrating the city's history and fostering civic pride. This framework provided second-grade students with opportunities to explore identity, community, and cultural heritage in a bilingual learning environment.

As part of this initiative, the *Bogocitizens* project was developed to further enhance these connections by integrating civic engagement, interdisciplinary learning, and bilingual education. Designed to align with Bogotá's cultural and historical richness, the project enables students to interact meaningfully with their local environment while employing both Spanish and English as tools for inquiry and expression. Through structured activities and pedagogical artifacts, *Bogocitizens* was conceived to foster a sense of belonging and encourage second grade students to recognize their roles as active participants in their communities, strengthening both linguistic competencies and cultural awareness. The school project incorporated content from English, Social Studies, and Science, focusing on Bogotá-specific themes such as landmarks, transportation, native flora and fauna, and historical memory. These topics were reinforced through homeroom activities, aiming to connect students to their immediate environment while supporting both academic growth and social integration.

However, initial classroom assessment and teacher observations revealed that students struggled to structure ideas and express their thoughts in English, particularly in speaking and

writing. These difficulties were not only linguistic but conceptual, as students found it hard to articulate ideas and transfer knowledge across languages. Preliminary analysis suggests that this may be linked to the rigid separation between English and Spanish, a common approach in bilingual education (García & Kleyn, 2020), which might limit students' ability to use their full linguistic repertoire as a resource for learning. This compartmentalization creates barriers to meaningful engagement with academic content and undermines confidence in communication. Additionally, monolingual assessments can foster linguistic insecurity, reinforcing epistemic injustice the denial of knowledge production for multilingual learners (García, Johnson, & Seltzer, 2021). This disconnection risks alienating students from their educational experiences, ultimately affecting their sense of belonging.

Within the chosen school, the absence of pedagogical strategies that intentionally bridge both languages might lead to disengagement from both language learning and sociocultural integration. As García and Lin (2017) argue, bilingual education must move beyond monolingual ideologies to embrace fluid, dynamic language practices that empower students to use all their linguistic resources for learning and self-expression. Addressing this gap requires a deeper understanding of how leveraging students' L1 can support their L2 development within a culturally relevant curriculum.

Recent research in bilingual education underscores the value of students' full linguistic repertoires to enhance both academic achievement and classroom engagement (de Jong et al., 2023; García & Otheguy, 2020). Hence, translanguaging, as a pedagogical practice, allows students to use all their languages fluidly to construct meaning, supporting vocabulary development, confidence, and participation (Seltzer, 2021). Conversely, monolingual approaches

marginalize students lived experiences, limiting opportunities for authentic learning and emotional connection to their home context (Kim, 2020).

Considering these concerns, this study seeks to answer the following research question: How does a translanguaging-based project contribute to second graders' sense of belonging to their home context at a private school in Bogotá? Through the implementation of three pedagogical artifacts, *Bogocitizens* Passport, the TikTok video project, and the *Bogocitizens* Times newspaper, this research will examine how bilingual students integrate their linguistic repertoires to strengthen both their academic skills and emotional connection to Bogotá. The implementation of a translanguaging-informed approach in the study contributes to ongoing discussions on educational equity, bilingual pedagogy, and the role of linguistic diversity in fostering meaningful learning experiences.



## Objectives

### General Objective:

To explain the ways in which a translanguaging- based project boosts second graders' sense of belonging to their home context at a private school in Bogotá.

### Specific Objectives:

To describe the implementation of a translanguaging-based project at a private school for approaching second graders to their home context.

To analyze students' perspectives about their local context in their artifacts taken from the project.

To determine the way the perspectives in students' artifacts display acknowledgement towards their home context.



## Theoretical Framework

In recent years, bilingual education has increasingly moved away from rigid, monolingual paradigms that treat language learning as isolated from students lived realities. Emerging research emphasizes the need for pedagogical approaches that not only support linguistic development but also foster deeper emotional and cultural connections to learners' environments. Within this shift, two powerful frameworks, Project-Based Learning (PBL) and Translanguaging, have gained prominence for their ability to promote inclusive, student-centered education. When thoughtfully combined, these approaches enable learners to use their full linguistic repertoires while engaging in meaningful, real-world tasks that reflect their communities and identities. As students explore authentic challenges and collaborate on creative solutions, they begin to form stronger ties to their home contexts, which in turn nurtures a sense of belonging, a critical factor in both academic success and personal development. In this section, it is defined and explored the theoretical foundations of *Project-Based Learning*, *Bilingual Education through Translanguaging*, and *Sense of Belonging*, demonstrating how these interrelated concepts ground this research and inform the design of a pedagogical intervention aimed at strengthening students' connection to their local context through bilingual practices.

### Project-Based Learning

Project-Based Learning (PBL) is defined by its foundational emphasis on real-world relevance and student-driven inquiry. According to Holm and McConnell (2020), PBL involves sustained engagement with meaningful questions and challenges, fostering deep learning through student agency and authentic contexts. This emphasis on authenticity aligns perfectly with our project: framing Bogotá as a living laboratory allows second graders to see their home context as meaningful curriculum rather than abstract content. By planning, researching, and creating

tangible artifacts, students not only deepen English skills but also strengthen their emotional connection to the city (Holm & McConnell, 2020).

Building on Thomas's core criteria, contemporary practitioners have elaborated specific design elements that elevate PBL to its "Gold Standard". PBL Works (2023) identifies seven essential components: authenticity, student voice and choice, rigorous inquiry and innovation, sustained reflection, structured critique and revision, public product, and sustained collaboration. By giving students genuine voice and choice, such as selecting which Bogotá landmark to explore in their TikTok video, fosters agency and ownership. This sense of authorship can amplify their sense of belonging, as they see their decisions respected and their work valued by peers and the wider school community.

Recent empirical research sheds light on the practical implementation of PBL. Markula and Aksela (2024) found that a well-defined driving question not only focuses on student inquiry but also supports autonomy in both project design and time management. They further emphasize the value of continuous, constructive reflection, facilitated through tools such as learning journals and guided discussions, and advocate for integrated assessment practices in which feedback is embedded at every project stage rather than applied solely at the conclusion.

In the present project, incorporating reflection prompts within the artifacts challenges students to articulate not only their learning outcomes but also the ways in which these activities foster their emotional connection to Bogotá, thereby reinforcing both the cognitive and affective dimensions of belonging. (Markula & Aksela, 2024)

Additionally, a meta-analysis by Parrado-Martínez and Sánchez-Andújar (2020) demonstrated that PBL not only enhances subject-matter understanding but also systematically fosters critical thinking, effective communication, and collaborative problem-solving skills

essential for the 21st-century learner. Their study found that primary-school students who engaged in PBL showed significant improvements in English writing proficiency alongside measurable gains in peer interaction and teamwork. Embedding similar collaborative tasks will provide our second graders with authentic opportunities to negotiate meaning across Spanish and English through translanguaging. This approach not only enriches their linguistic repertoires but also cultivates a shared sense of purpose and belonging to Bogotá, as students co-construct knowledge and take collective ownership of their learning.

In conclusion, Project-Based Learning offers a coherent, research-backed framework that aligns seamlessly with our goal of boosting second graders' sense of belonging through translanguaging. Grounded in Holm and McConnell's foundational criteria, enriched by PBLWorks's Gold Standard elements, clarified through Markula and Aksela's emphasis on driving questions and reflective assessment, and supported by Saavedra and Rapaport's call for strong institutional scaffolds, PBL equips us to design experiences that are authentic, student-centered, and inclusive. By situating English learning within projects that honor students' home context and full linguistic repertoires.

### **Bilingual Education through Translanguaging**

The principles and practices of Project-Based Learning find a natural complement in the framework of translanguaging. As students engage in inquiry-based tasks grounded in their local context, such as exploring Bogotá through civic-themed projects, translanguaging offers the linguistic flexibility necessary to fully participate and express their ideas. While PBL promotes agency, collaboration, and authentic learning, translanguaging sustains these goals by enabling students to draw from their entire linguistic repertoire to make meaning, communicate insights, and co-construct knowledge. Thus, the transition from PBL to translanguaging is not merely

sequential but symbiotic: the success of project-based activities in bilingual settings depends largely on pedagogies that embrace language fluidity and validate learners' diverse identities. It is within this pedagogical intersection that students' academic growth and emotional connection to their home context are most powerfully amplified.

To fully understand the role transanguaging plays in supporting project-based bilingual education, it is essential to first define the concept. Transanguaging is defined as the dynamic and fluid process by which multilingual individuals use their full linguistic and semiotic repertoire to make meaning, communicate, and learn. Unlike traditional notions of bilingualism that treat languages as separate, autonomous systems, transanguaging recognizes that bilinguals do not simply switch between two languages but rather draw upon an integrated linguistic system to navigate their world (García, Johnson, & Seltzer, 2017). This approach challenges monoglossic ideologies that prioritize dominant languages and marginalize others, instead validating all language practices and resources within the classroom.

In the context of this study, transanguaging is not only a pedagogical tool but a foundational pillar. As second-grade students explore their local environment through civic-centered project-based learning, transanguaging enables them to express ideas, access prior knowledge, and co-construct understanding using all available linguistic resources. The flexibility offered by transanguaging ensures that learners language barriers do not constrain learners can meaningfully participate in inquiry-based activities that connect academic content with their lived experiences. By leveraging transanguaging, this project affirms students' identities and promotes equitable access to learning in a bilingual setting.

Furthermore, recent studies underscore transanguaging's transformative potential in bilingual education. Seltzer and García (2020) emphasize its role in fostering creativity and

criticality, empowering students to question social norms, engage with their cultural realities, and reimagine themselves as active agents of change. These dimensions are essential for cultivating a sense of belonging, particularly in a project that situates Bogotá as a living curriculum. Through translanguaging, students become capable of critically analyzing their sociocultural environment and envision ways to positively contribute to their community.

In this research, translanguaging serves as a pedagogical bridge that connects language development, identity affirmation, and civic engagement. It fosters cognitive and emotional connections by allowing learners to navigate bilingual spaces with confidence and authenticity. Sabrina et al. (2023) describe translanguaging as a "pedagogy of hope," as it democratizes the classroom and offers linguistically diverse learners the opportunity to thrive. Additionally, Cenoz and Gorter (2020) highlight how pedagogical translanguaging enhances metalinguistic awareness by encouraging students to reflect on language, negotiate meaning, and creatively construct new linguistic practices.

In summary, translanguaging serves as a foundational element of this research, offering a flexible and inclusive pedagogical framework that nurtures both linguistic development and a profound sense of belonging. By valuing and integrating students' full linguistic repertoires, translanguaging creates meaningful connections between language, culture, and personal experience. Within the scope of this project, it functions as a vital mechanism to deepen students' attachment to their home context, empowering them to recognize themselves as active, valued members of their community. Beyond supporting academic achievement, this approach strengthens emotional ties and cultural pride, underscoring the critical role that all languages and identities play in enriching the learning process.

## Sense of Belonging

In educational contexts, the feeling of being part of a learning community plays a crucial role in how students engage, participate, and grow. This emotional connection to the classroom environment becomes especially significant in bilingual settings, where language practices can either foster inclusion or create distance. When students are given opportunities to collaborate, explore meaningful topics, and communicate using all their linguistic resources, the classroom may become a space where they feel more connected and involved. Approaches such as Project-Based Learning (PBL), supported by translanguaging, can help create these conditions. To better understand how this connection is nurtured, it is important to first explore the concept of sense of belonging as it applies to bilingual education.

Firstly, a sense of belonging has been broadly defined as the feeling of being part of various environments such as family, friends, school, work, and communities (Hagerty et al., 1992). Within bilingual education, this concept becomes particularly crucial as it relates to how students perceive themselves as integral members of their cultural communities and social environments. The integration of translanguaging-based projects in the classroom has been shown to significantly enhance students' sense of belonging, especially in relation to their connection to their home context. By enabling students to express themselves in multiple languages, educators facilitate a deeper connection between students' perspectives and their social and cultural environments (de Jong et al., 2023; García & Otheguy, 2020).

Moreover, a sense of belonging is not merely an internal feeling but is shaped through dynamic interactions with people, objects, and experiences within the social environment (Allen et al., 2021). These interactions continuously influence individuals' perceptions of belonging. Therefore, fostering a sense of belonging in bilingual classrooms requires educators to be attuned

to these relational dynamics and to recognize that belonging is influenced by more than individual characteristics alone. Teachers must consider how the context, experiences, and cultural backgrounds of students shape this development (de Jong et al., 2020). Therefore, the current research emphasizes incorporating students' opinions, knowledge, and perspectives into the curriculum to help learners feel recognized, valued, and included (Allen et al., 2021; de Jong et al., 2023). For instance, Allen et al. (2021) argue that a sense of belonging is facilitated through skills that enable individuals to relate to others, identify with their cultural heritage, and connect to place and community. This highlights the importance of creating learning environments where students can engage meaningfully with their home contexts while simultaneously developing communicative and cognitive skills. Supporting this, recent scholars such as Du Toit-Brits (2022) emphasize the necessity of nurturing a “sense of community and belonging” through inclusive, supportive educational environments that encourage collaboration and participation, thereby helping students feel connected and engaged.

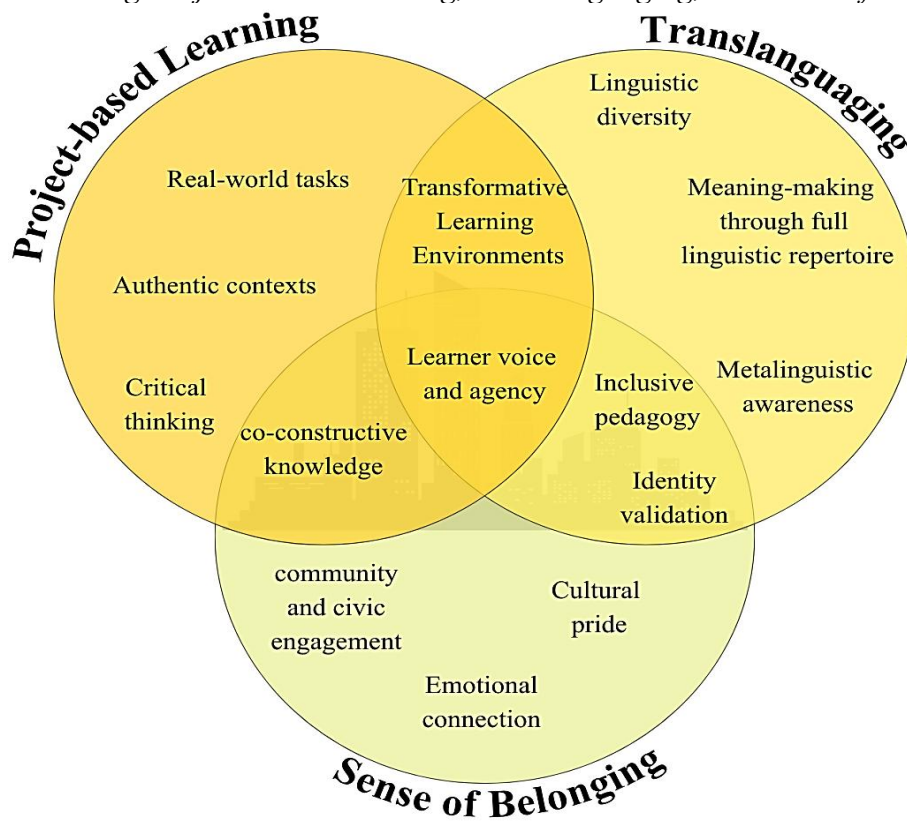
A significant contribution to this field is the work of García and Wei (2014), who demonstrated that bilingual education plays a pivotal role in strengthening students' cultural identity. Participants in their study expressed heightened pride in their cultural heritage when it was integrated into their educational experiences. This finding aligns with the broader assertion that culturally relevant pedagogy enhances students' self-esteem and connection to their backgrounds, correspondingly (Otheguy, 2020; García & Wei, 2014). Consequently, educators reported adapting their pedagogical approaches to support linguistic diversity, creating more inclusive classrooms. This flexibility reflects the need to embrace students' full linguistic repertoires as strengths rather than limitations (Krulatz & Christison, 2023). The concept of a heteroglossic classroom (de Jong et al., 2023) arises as an opportunity where students can freely

draw upon multiple languages and dialects without restrictions. This supports students feeling safe and empowered to share their thoughts and experiences they get from their home context.

By fostering a sense of belonging, bilingual education not only enhances language skills but also strengthens students' connection to their home context. This approach proposal promotes a learning culture that embraces inclusivity, curiosity, and critical thinking, supporting students' resilience and purpose throughout their educational journeys. Overall, contemporary literature (de Jong et al., 2023; García & Otheguy, 2020) demonstrates that bilingual education contributes significantly to both: students' academic outcomes and their engagement with their communities. As shown in Figure 1, the intersection of these three concepts highlights the role of inclusive, bilingual practices in fostering belonging.

**Figure 1**

*Interconnection among Project-Based Learning, Translanguaging, and Sense of Belonging.*



*Note.* Own elaboration, 2024.



## Methodology

This research adopted a qualitative approach, supported by Oyedele and Gbenga (2025), to explore how a translanguaging-based project boosts second graders' sense of belonging to their home context at a private school in Bogotá. In line with the nature of qualitative methods, using pedagogical artifacts allows for an in-depth exploration of students' interactions and linguistic productions. These artifacts facilitated the collection of rich, descriptive data that reflected students' perspectives and lived experiences throughout the implementation of the project (Glover et al., 2024).

This study employed an action research study as it is a systematic, practitioner-driven inquiry process designed to address real-world challenges in educational settings through iterative cycles of planning, action, observation and reflection. According to Mills (2020), action research “empowers teachers to take a critical stance toward their own practice” by identifying specific problems, developing and implementing targeted interventions, collecting and analyzing data on the outcomes, and using those findings to refine subsequent actions (p. 12). This cyclical model ensures that inquiry remains grounded in the context of the classroom or school community, allowing educators to adjust strategies in response to emergent insights.

In addition, Mertler (2020) highlights the inherently collaborative and democratic nature of high-quality action research, describing it as a participatory process in which teachers, students, administrators, and other stakeholders work together to identify problems and design solutions (p. 8). This collective approach not only increases the practical relevance of the research but also strengthens the school community by fostering shared responsibility and professional growth. Through joint engagement in data collection, analysis, and reflection, participants develop critical skills and a stronger sense of agency. Ultimately, by situating

inquiry within authentic educational contexts and valuing diverse perspectives, action research promotes continuous improvement and cultivates a deeper sense of ownership over educational change.

On the other hand, action research is particularly well suited to this project because it enables a tightly coupled cycle of planning, action, observation, and reflection within the actual environment where translanguaging strategies are being implemented. By engaging students as active participants in the activities, the study collects qualitative data on their bilingual engagement and evolving sense of belonging. Furthermore, action research's emphasis on collaboration ensures that students, parents, and fellow educators contribute to defining the research questions, co-creating interventions, and interpreting results, thereby grounding our findings in the lived experiences of all stakeholders (Mertler, 2020). The real-time adaptability and focus on actionable change make action research the optimal methodology for both strengthening our pedagogical practice and generating contextually relevant evidence about how translanguaging fosters second graders' connection to their home context.

## Research Design

This research project was developed in three key phases:

### 1. Problem Identification and Theoretical Foundation

The study began with a comprehensive investigation of the research problem, leading to the formulation of both general and specific objectives aimed at addressing the central research question: How does a translanguaging-based project enhance second graders' sense of belonging to their home context at a private school in Bogotá? Likewise, reviewing a significant amount of literature was necessary to provide a theoretical framework and methodological design that

delineated the route to meet the objectives of this research study and justified its relevance within the context of bilingual learning environments.

## 2. Design and Implementation of Pedagogical Artifacts

In alignment with the specific objectives, three pedagogical artifacts were designed and implemented. Each artifact served to address a different aspect of the research inquiry. The strategic use of multiple instruments facilitated data triangulation, thereby enhancing the validity and reliability of the findings.

## 3. Data Analysis and Conclusions

The final phase involves a qualitative analysis of the data collected, aimed at evaluating the impact and effectiveness of translanguaging-based interventions. Through coding and triangulation, the study seeks to obtain meaningful interpretations of the data that directly address the research question. This process will ensure transparent, credible conclusions and will inform practical recommendations for future research and classroom applications. Research Context and Participants

### Research context and participants

This study was conducted in a bilingual private school located in Bogotá, Colombia. Within this setting, English is used as a foreign language in most academic subjects, while Spanish remains the primary language of communication and social interaction. The school serves students from urban middle-class families and promotes values such as respect, inclusion, and cultural awareness. Its bilingual approach aims to foster communicative competence in both

languages while encouraging learners to build meaningful connections with their local and global contexts.

The institution follows a Project-Based Learning (PBL) approach, which encourages students to learn through inquiry, collaboration, and the development of authentic products. This pedagogical model supports the integration of academic content with real-life experiences, allowing students to apply language and knowledge in meaningful and contextualized ways.

Additionally, the school implements the *Character Counts* (Tus Valores Cuentan)" program, an initiative originally developed by the Josephson Institute in California during the 1990s. This program promotes six fundamental ethical pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship, which guide students' personal and social development. Through this initiative, the institution strengthens its commitment to the holistic formation of learners, fostering ethical awareness and civic responsibility from early childhood to high school.

The participants in the study were twenty second-grade students aged between seven and eight years old. All participants were native Spanish speakers who learned English as a second language within the school environment. According to institutional records and standardized assessments, including international exams and Pruebas Saber, their English proficiency level corresponded to A1 in the Common European Framework of Reference for Languages (CEFR). At home, students predominantly used Spanish, while at school they were exposed to both Spanish and English in academic and social contexts.

The following table presents an overview of the main demographic and linguistic characteristics of the participants involved in the study:

**Table 1**

*Participants' characteristics.*

<b>Characteristics</b>	<b>Participants n=20</b>
<b>Age range</b>	7-8 years old
<b>Grade</b>	2nd
<b>Home city</b>	Bogotá
<b>Mother tongue</b>	Spanish
<b>Second language</b>	English
<b>English proficiency level</b>	A1
<b>Languages at home</b>	Spanish only
<b>Languages at school</b>	Spanish, English

*Note.* Own elaboration, 2025.

In accordance with ethical research practices, this study ensured the proper management of informed assent and consent procedures. Prior to the implementation of the project, the private school received a formal letter of institutional approval outlining the objectives, methods, and ethical principles guiding the research. This document guaranteed that the study complied with the institution's ethical standards and educational policies.

The second graders involved in the study, along with their parents, were fully informed about the purpose and scope of the research and voluntarily agreed to participate. An age-appropriate assent form was shared with both parents and students, clearly stating the research purpose, ethical considerations, and inclusion criteria. Both forms emphasized confidentiality, the voluntary nature of participation, and the right to withdraw at any time without consequences.

To maintain anonymity and protect the children's privacy, each participant was assigned a unique identifier code (S1, S2, S3...S20). This coding system allowed systematic data

organization, promoted transparency, minimized potential bias, and safeguarded students' identities throughout the study.

For transparency, the formats for the informed student assent and the institutional approval can be accessed through [Appendix 1](#) and [Appendix 2](#).

### **Data Collection Instruments**

In this research study, the main instruments used for data collection were Pedagogical Artifacts (PAs), which provided meaningful insights into students' learning progress and experiences. Pedagogical Artifacts are student-created materials that emerge naturally during the learning process and reflect learners' understanding, experiences, and reflections on various aspects of Bogotá's culture, traditions, landmarks, tourist attractions, transportation, infrastructure, and historical development (Borko et al., 2007).

According to Chazal (2015), PAs offer valuable qualitative data by capturing both the cognitive and affective dimensions of learning. This dual perspective was essential for the present study, as the artifacts allowed for an in-depth analysis of students' language proficiency development alongside their emotional engagement and growing sense of belonging to their home context, Bogotá.

Additionally, pedagogical artifacts empower researchers to explore the complex, multifaceted nature of student experiences through diverse forms of representation. They facilitate ongoing monitoring and scaffolding of the learning process, capturing dynamic student growth in real time (Reitan et al., 2022). In this study, three primary artifacts were employed to gather comprehensive data on second graders' experiences during *the Bogocitizens project*: the

*Bogocitizens* Passport, the Video: Time to be a TikToker in Bogotá, and the *Bogocitizens* Times newspaper. Detailed objectives and descriptions of these artifacts are presented in Table 2.

These artifacts function as a window into students' active participation, providing evidence that can be used to examine the implementation of teaching and learning practices grounded in translanguaging principles. Also, the analysis of these artifacts enables an exploration of how those interdisciplinary activities may contribute to expanding second graders' linguistic repertoire while fostering meaningful, affective connections with their home context, Bogotá.

**Table 2**

*Instruments description*

Artifact	Description	Purpose of Implementation	Appendix #
<b>Bogocitizens Passport and Challenges Booklet</b>	Students receive a passport to visit 6 city sites (museum, market, library, scientific place, and landmark). They paste a photo, ticket, or drawing and write about what they liked during their visits. Students then complete an activity booklet and solve the challenge corresponding to each site.	To describe the implementation a translanguaging-based project with second graders at a private school approaching students to their home context. The passport allows students to document their visits, engage with their home context, and develop thinking skills through challenges.	<a href="#">Appendix 3</a> <a href="#">Artifact</a> <a href="#">Instrument 1</a>
<b>Video: <i>Time to be a TikToker in Bogotá</i></b>	After visiting the 6 places, students choose one to do some research and record a video about it. They must answer questions about the location (where, why it is	To analyze students' perspectives about their local context in their artifacts taken from the project. The video format promotes creativity and	<a href="#">Appendix 4</a> <a href="#">Artifact</a> <a href="#">Instrument 2</a>



special, activities, and recommendations).

reflection on the visited sites and develops communication skills in English, allowing students to practice language production, and enhance their understanding of Bogotá's cultural and historical significance.

*The Bogocitizens Times* Newspaper

Students write a newspaper article about Bogotá based on their experiences from the activities, focusing on what they learned, positive aspects, areas of improvement, and their reflections on being a "Bogocitizen."

To determine the way the perspectives in students' artifacts display acknowledgement towards their home context. This artifact allows students to synthesize their experiences and articulate their connection to the city, reinforcing a sense of belonging and encouraging writing skills, critical reflection, and personal expression.

[Appendix 5.](#)  
[Artifact](#)  
[Instrument 3](#)

*Note.* Created by the authors, 2024.

The instrument validation process was conducted through a structured protocol designed to ensure the clarity, coherence, and relevance of each item in relation to the study's objectives. The validation format incorporated specific criteria, including the alignment of each item with the research questions, the linguistic appropriateness for second-grade learners, and the feasibility of implementation within the classroom context. Furthermore, the instruments underwent expert validation by Professor Edgar Lucero, a faculty member at Universidad de La Salle and a PhD in Education with an emphasis on English Language Teaching (ELT). As coordinator of the Education Faculty's Research Group, Professor Lucero provided specialized

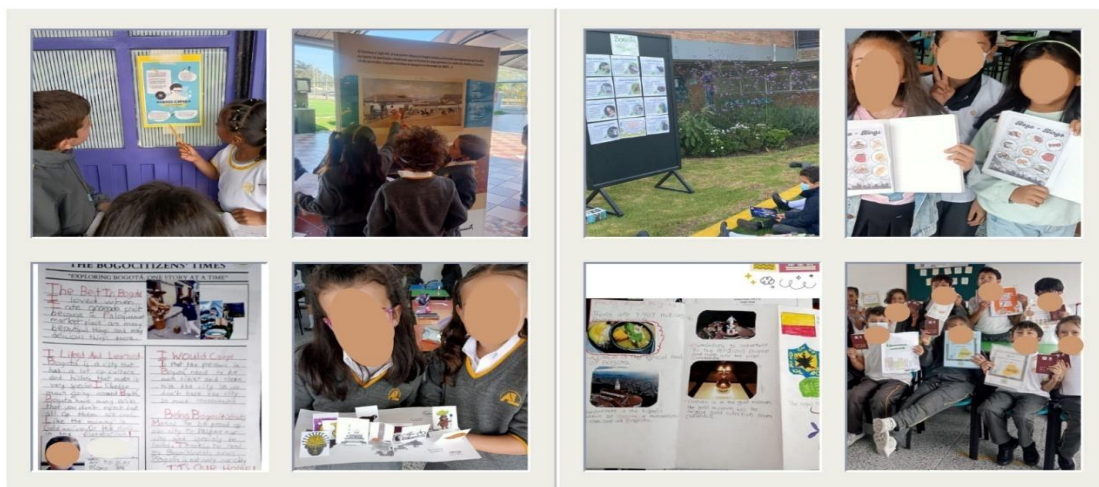
feedback on both the pedagogical suitability and methodological rigor of the instruments, thereby enhancing their reliability and academic validity. Professor Lucero's feedback can be checked in [Appendix 6](#).

## Pedagogical Implementation

The pedagogical intervention designed for this study aimed to integrate translinguaging pedagogy into second-grade English lessons to promote students' sense of belonging toward their home context, Bogota. The intervention was implemented over several sessions and combined interdisciplinary, project-based learning activities centered on local culture, traditions, and daily life. Each activity was intentionally designed to provide opportunities for students to use their full linguistic repertoire, engaging in both Spanish and English to construct meaning, express ideas, and reflect on their city. Through this process, learners were encouraged to connect linguistic development with cultural identity, fostering meaningful and inclusive learning experiences.

### Figure 2

*Student work collected during the project in March 2025*



*Note.* Photos taken during the during the pedagogical intervention, March 2025.

Translanguaging pedagogy provides a strategic framework for integrating students' full linguistic repertoire into the learning process, thereby enhancing comprehension and academic development. According to García, Johnson, and Seltzer (2021), this approach allows learners to engage with content in their mother tongue while expressing understanding in the target language, which fosters cognitive flexibility and deeper learning. By facilitating fluid movement between languages, translanguaging promotes metalinguistic awareness and strengthens students' ability to construct meaning across linguistic contexts (Cenoz & Gorter, 2021).

Moreover, translanguaging serves as a bridge between students' prior knowledge and new learning experiences, making instruction more inclusive and adaptable. Vogel and García (2017) argue that this approach enhances classroom engagement by allowing learners to draw upon their linguistic strengths, fostering active participation, and deeper comprehension. In bilingual educational settings, translanguaging not only supports language development but also enables students to navigate complex academic concepts more effectively. By incorporating translanguaging practices into school projects, educators can create equitable and accessible learning environments that empower students to leverage their linguistic resources, leading to richer and more systematic learning outcomes.

The following table outlines the pedagogical intervention implemented in this study, detailing the integration of translanguaging pedagogy, participant characteristics, and the sequence of learning activities. While students engaged in PBL tasks at schools, they and their families actively visited Bogotá's landmarks outside of class time, documenting their experiences in the *Bogocitizens Passport (Artifact 1)*



**Table 3**

*Pedagogical intervention description*

Translanguaging Pedagogy	Participants description	Name and number of pedagogical activities and evidence of the design.
<p><b>Translanguaging pedagogy integrates students' full linguistic repertoire to enhance comprehension and academic development. It enables learners to engage with content in their mother tongue while expressing understanding in the target language, fostering cognitive flexibility and metalinguistic awareness (García et al., 2021; Cenoz &amp; Gorter, 2021). This approach strengthens classroom engagement by allowing students to draw upon their linguistic strengths,</b></p>	<p>Second-grade students (n=20) Chosen for their bilingual proficiency, active engagement, and participation in Bogotá-focused projects. They are at a key stage in language acquisition, offering valuable insights into translanguaging in academic and social contexts. Additionally, this group was selected because the second-grade curriculum explicitly includes the development of the <i>Bogocitizens</i> project, making them the most appropriate population for implementing and analyzing this pedagogical intervention.</p>	<p><b>S1: Diagnostic Activity:</b> Students completed a worksheet and related tasks to explore their prior knowledge of Bogotá, including its landmarks, culture, and daily life. This activity helped identify what they already knew and guided the planning of future lessons. Materials are available <a href="#">here</a></p> <p><b>S2: Famous Bogocitizens:</b> Students explored notable figures from Bogotá and learned about the city's contributions to fields such as science, sports, and literature. Materials are available <a href="#">here</a></p> <p><b>S3: Homeroom teaching session – Bogotá through time:</b> Students analyzed how Bogotá has changed over time in terms of architecture, transportation, and daily life by observing images and participating in an infographic session in Spanish. They discussed and reflected on these transformations. Materials are available <a href="#">here</a></p> <p><b>S4: Create a Brochure:</b> This was an interdisciplinary activity developed within the social studies curriculum. Students conducted guided research at home on significant landmarks, places, and facts about Bogotá. In class, they organized and selected the most relevant information to design a brochure. This activity integrates literacy skills, content</p>



**promoting active participation, and deeper comprehension (Vogel & García, 2017). The pedagogical intervention was carried out by a teacher researcher herself.**

learning, and digital or artistic expression, enabling students to synthesize their findings in a visually engaging format. Materials available [here](#)

**S5: Informative Article:** Building on the research and brochure created previously, students were instructed to write an informative article about Bogotá to create the *Bogocitizens times (Artifact 2- Newspaper Article)*. This task aimed to develop their written production in English by structuring factual content using appropriate language conventions. The activity encouraged coherence, audience awareness, and the ability to convey local knowledge in a second language, fostering language development within a meaningful context. Materials available [here](#)

**S6: Homeroom Teaching Session – Recognizing Bogotá**

In this session, students engaged in a playful and inquiry-based activity where they deciphered riddles related to Bogotá’s landmarks and cultural symbols. This served as a prelude to the collaborative creation of a 3D map of the city. The activity aimed to develop spatial awareness, foster curiosity, and introduce students to key urban elements through problem-solving and creativity. Students were assigned to choose one place from the city and create the ‘Time To be a TikToker video (Artifact 2) Materials available [here](#)

**S7: Bogotá’s Fauna and Flora**

This interdisciplinary activity, developed within the Science curriculum, involved students researching and creating a fact file on a native animal from Bogotá. They explored habitats, behaviors, and ecological importance. Additionally, the activity included a reflective component



on biodiversity preservation, helping students appreciate the natural richness of their city and recognize it as a shared space for humans, animals, and plants. Materials available [here](#)

### **S8: Homeroom Teaching Session – BogoBingo**

Through a themed bingo game, students explored the diversity of food available in Bogotá. The session emphasized local markets as cultural and culinary heritage sites. Beyond vocabulary building, this activity encouraged students to make connections between food, traditions, and community life, promoting cultural awareness and engagement. Materials available [here](#)

### **S9: Sharing our visits around Bogotá.**

In this reflective session, students gathered in small groups to share their personal experiences, favorite moments, and discoveries from their visits to various city sites. They exchanged anecdotes and offered recommendations to peers, fostering oral communication skills, and peer learning. This activity encouraged them to become active participants in their own and others' learning journeys through storytelling and social interaction. For this session students shared some videos previously assigned as homework to recommend places they liked. Materials available [here](#)

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*Note.* Created by the authors, 2024.

The following calendar outlines the timeline and organization of the project across its five main phases. It provides an overview of the sequential stages, from problem identification and theoretical foundation to data interpretation and project completion, highlighting the activities carried out during each period. This structure ensured systematic progress, allowing for the

coherent implementation, analysis, and reflection of the translanguaging-based pedagogical intervention within the established timeframe of the MABA research process.

**Table 4**

*Project's calendar*

MABA research project stages	Activities	2024		2025					
		Aug Sept	Oct. Nov	Dic. Jan.	Feb. Mar	Apr May	Jun Jul	Ago Sept	Oct Nov
<b>Phase 1: Problem Identification and Theoretical Foundation</b>	Comprehensive investigation of the research problem, Correlation of an educational field with one of the three thematic axes of the MABA.								
<b>Phase 2 Selection of references and basic concepts.</b>	Review of literature. Formulation of objectives and research design								
<b>Phase 3 Research design</b>	Instrument design: Creation and implementation of three pedagogical artifacts as instruments (Passport and booklet, video, Class newspaper) to address the research inquiry.								
	Validation of instruments/artifacts.								
	Informed consent management								
<b>Phase 4</b>	Organization of data								
	Qualitative data analysis (Coding, triangulating)								



<b>Interpretation of information and analysis of results.</b>									
	Preliminary results								
	Writing conclusions and recommendations								
<b>Phase 5 Project Completion</b>	Final report writing, formatting, and submission; preparation for presentation or defense; reflection on research outcomes								

*Note.* Created by the authors, 2024.

## Data Analysis

The study aimed to explain the ways in which a translanguaging-based project boosts second graders' sense of belonging to their home context at a private school in Bogotá. Data collection was drawn through the implementation of three pedagogical artifacts: Bogocitizens Passport, the TikTok video project, and the Bogocitizens Times newspaper, all of them designed to capture both cognitive and affective dimensions of students' learning. The project's purpose addressed the development of bilingual competencies while strengthening students' emotional connection to Bogotá, which aligns with the qualitative nature of the study and the action research approach. This design allowed for systematic observation, iterative reflection, and the generation of rich descriptive data embedded in authentic classroom practices. To further illustrate this process, an [online folder](#) was created to file student-created artifacts. These materials showcased how learners engaged with the local context through bilingual expression, serving as tangible representations of their evolving linguistic repertoires and development of sense of belonging.

Moreover, the data collection process took place over a nine-month period, from September 2024 to May 2025, covering three phases: (1) diagnostic exploration, (2) implementation of pedagogical artifacts, and (3) reflection. Twenty second-grade students participated in producing the artifacts, while the research team collected and organized the resulting data. Within this process, the researchers assumed differentiated yet complementary roles: one researcher was primarily in charge of applying the instruments and guiding students' participation, while the other two researchers focused on organizing, classifying, and digitalizing the collected information. This division of responsibilities facilitated a comprehensive and systematic management of the data. Later, all three researchers engaged collaboratively in the

processes of analysis and interpretation, ensuring triangulation of perspectives, methodological transparency, and alignment with the research objectives.

The analysis followed an inductive, qualitative perspective grounded in thematic analysis. Braun and Clarke (2022) emphasize that thematic analysis is not merely a tool for organizing qualitative data, but a flexible and systematic method for identifying patterns of meaning that remain closely connected to participants lived experiences. By adopting an inductive stance, this approach allowed findings to emerge “from the ground up,” privileging the voices of second graders and the authenticity of their linguistic and cultural expressions. At the same time, Mertler (2020) underscores that within action research, such inductive processes are particularly valuable because they foster reflection and interpretation in ways that are directly embedded in the classroom context. Taken together, these perspectives support the alignment between thematic analysis and the action research design of this study, ensuring that interpretations were both methodologically rigorous and pedagogically meaningful.

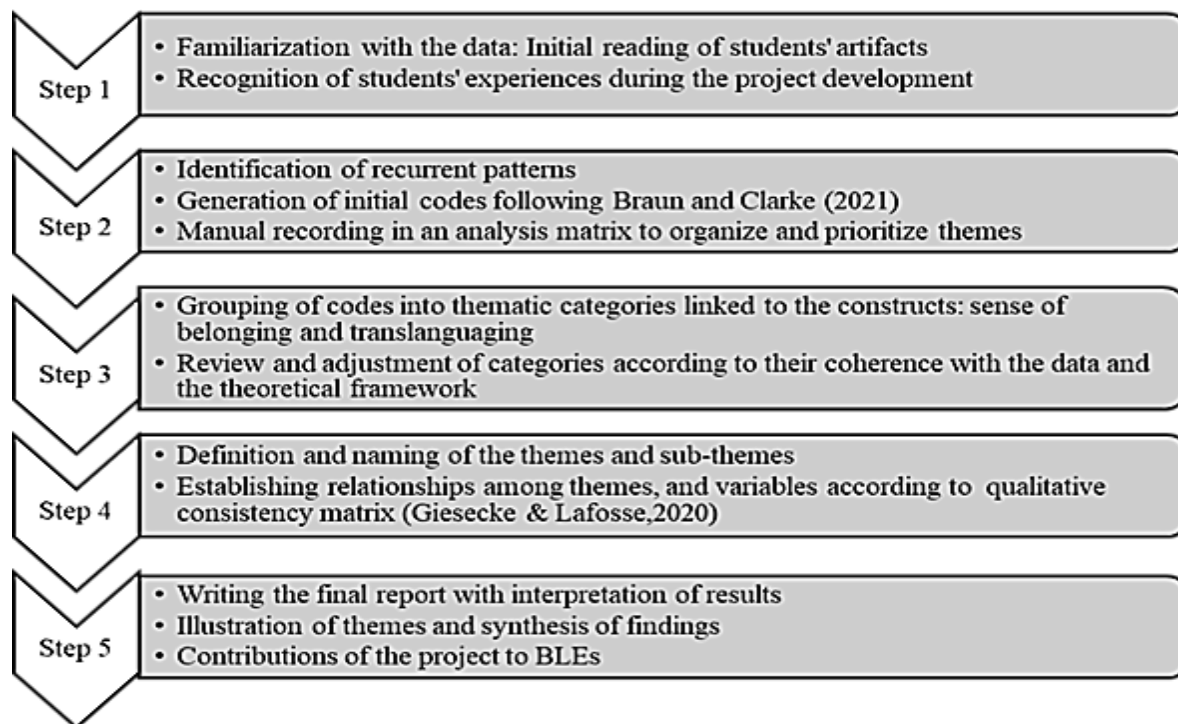
Building on this foundation, the analytical procedure was carried out manually, without the use of specialized software, to maintain direct and reflective engagement with the data. As Braun and Clarke (2022) point out, manual approaches in reflexive thematic analysis allow researchers to immerse themselves more fully in the data, encouraging deeper interpretive work rather than relying on software-driven categorization. The process followed the steps of thematic analysis outlined by Braun and Clarke (2022): (1) familiarization with the data, (2) generation of initial codes, (3) search for categories, (4) review, (5) definition and naming of categories, and (6) production of the final report. As a methodological resource, an analysis matrix was employed, as seen in [Appendix 7.](#), inspired by the qualitative consistency model developed by Giesecke and Lafosse (2020), which facilitated the organization, prioritization, and establishment

of relationships among categories, subcategories, and theoretical constructs. From an ethical standpoint, participants' confidentiality was ensured through the use of pseudonyms (Student 1, Student 2, etc.); informed assent was obtained from parents, and institutional approval was granted by the school.

Consequently, Figure 2 illustrates the sequential steps followed in the data analysis process. The diagram provides a visual representation of how the research team moved from initial familiarization with the data to the generation of codes, identification of themes and sub-themes, and the final stage of interpretation. This sequence highlights the iterative and reflective nature of thematic analysis, ensuring methodological rigor and coherence with the study's objectives.

### Figure 3

*Steps for data analysis using a sequence diagram.*



*Note.* Created by the authors, 2025.

From an initial exploration, the principles of translinguaging pedagogy (García, Johnson, & Seltzer, 2021) and the construct of sense of belonging (Allen et al., 2021; de Jong et al., 2023) guided the interpretive lens. Accordingly, the analysis concentrated on how students' artifacts reflected evidence of (a) linguistic engagement, understood as translinguaging practices across English and Spanish, and (b) sense of belonging, expressed through connections to Bogotá, community, and heritage. This theoretical foundation ensured that the interpretation of data remained coherent with the project's main objective: to explain how a translinguaging-based project enhances second graders' sense of belonging to their home context.

Recurrent patterns and emerging themes were identified around these two central constructs. Regarding the sense of belonging, the themes included: (a) connection with the local context, (b) participation in social life, and (c) recognition of cultural identity. With respect to translinguaging, the emerging themes were: (a) strategic use of the linguistic repertoire, (b) development of integrated skills across both languages, (c) creative and multimodal expression, and (d) mutual support among students and families. These themes provide a solid analytical framework to advance toward triangulation and deeper interpretation of the data.

To ensure alignment between the research objectives and the analytical process, the themes and sub-themes were organized in relation to the guiding research question. This structure highlights how the principles of translinguaging pedagogy and the construct of sense of belonging were operationalized through students' artifacts. The table below summarizes the connection between the research question, the general objective, and the thematic organization that emerged from the analysis.

**Table 5**

*Description of the relationship between the research question and the organization of themes in conjunction with sub-themes.*

<b>Research question</b>	<b>General objective</b>	<b>Main Themes</b>	<b>Sub-themes</b>
<b>How does a translinguaging-based project contribute to second graders' sense of belonging to their home context at a private school in Bogotá?</b>	To explain the ways in which a translinguaging-based project boosts second graders' sense of belonging to their home context at a private school in Bogotá.	Sense of Belonging	Connection with the local context
			Participation in society
		Translinguaging	Recognition and inclusion of cultural identity
			Strategic use of linguistic repertoire.
			Development of integrated language skills.
			Mutual support and co-construction of knowledge

*Note.* Created by the authors, 2025.

## Interpretation of themes and findings

### *Sense of Belonging*

The concept of sense of belonging played a central role in this research, as it encompasses learners' emotional, social, and cultural connections to their home context, Bogotá. In bilingual education, belonging goes beyond physical identification with a place; it involves recognizing shared values, cultural practices, and community participation (Allen et al., 2021; de Jong et al., 2023). Within this study, the sense of belonging was explored through students' linguistic expressions, artifacts, and reflections that reveal how they perceive themselves as active members of their city.

Through the integration of translanguaging pedagogy, students were encouraged to draw on their full linguistic repertoire to describe, represent, and celebrate Bogotá. This approach allowed them to express both cognitive understanding and emotional attachment, reinforcing their identification with the city and its people. The analysis of the artifacts revealed three interconnected subthemes: Connection with the Local Context, Participation in Society, and Recognition and Inclusion of Cultural Identity, which together illustrate how students' bilingual practices and lived experiences contributed to the development of a stronger sense of belonging.

***Connection to the local context.*** The analysis revealed that students identify and describe iconic places and landmarks in Bogotá, particularly those located in the historic downtown area, such as Monserrate, the Gold Museum, and Plaza de Bolívar. Their narratives also acknowledge indigenous heritage through references to objects, artifacts, and traditional foods.

*“First of all I visited the museum with my friends I also learned a lot about the history of gold and its origins, because I saw with my own eyes the quimbaya poporo and others gold relics from our indigenous” (S1 Bogocitizens passport, personal communication, April 2025)*

*“Ajiaco is representative because it comes from the native people. Ajiaco is the tipic soup of Bogotá. It is made with 3 different types of potatoes, Criolla potato, Sabanera potato, and pastusa potato, chicken, milk cream, alcaparras, rice and avocado. For a good flavor it needs some leaves of guascas and a lot of people like ajiaco” (S6 Bogocitizens Passport personal communication, April 2025)*

When avoiding translation of some terms, students demonstrate an effort to maintain the cultural significance embedded in these words, which might be lost if translated. This practice aligns with recent findings by Almashour (2024) and Yu (2023), who argue that translanguaging

fosters identity affirmation and strengthens connections to local contexts by validating students' cultural knowledge in academic discourse. This linguistic choice reflects a strategic use of their full repertoire to maintain authenticity and cultural depth. Furthermore, students also adopted a narrative style that conveyed emotions such as pride, joy, and admiration when recounting their experiences in these locations. They positioned themselves as cultural ambassadors or tour guides, demonstrating awareness, knowledge, and appreciation for their city's historical, cultural and natural diversity when creating the video and the newspaper

*“Bogotá is a city that has a lot of culture and history that make it very special. I liked so much goig around Bogotá. Bogotá have many thinks that you don't expect but all of them are cool. Like de mummy in Gold musium or the dome in the planetarium.” (S7 Newspaper personal communication, April 2025)*

Additionally, they became familiar with cultural, religious and culinary traditions, valuing places for their historical and symbolic significance.

*I learn that Bogotá is the most important city in Colombia because all the culture. (S18 Newspaper, personal communication April 2025)*

*My favorit place is the Simon Bolívar because see the ducks in the wáter and the lake have boats the park and the trees is important to help the enviroment (S15 Videot, personal communication April 2025)*

*The best in Bogotá. The thing I liked the most of Bogotá was the planetario because you can learn a lot of space also in the planetario there are a lot of fun activities like the domo of planetario (S6 Newspaper personal communication April 2025)*

The results are consistent with the theoretical perspective that conceptualizes sense of belonging as a dynamic process shaped by interactions with people, objects, and experiences

(Allen et al., 2021; de Jong et al., 2023). By integrating local cultural elements into classroom activities, students were able to connect their learning with their lived experiences, reinforcing their identity as members of their community. This supports the view that bilingual education fosters belonging when it validates students' cultural and linguistic resources (García & Otheguy, 2020; Krulatz & Christison, 2023). The translanguaging approach adopted in this project created a heteroglossic classroom (de Jong et al., 2023), where students could freely draw on both languages to express cultural knowledge, strengthening their emotional and symbolic ties to Bogotá.

**Participation in Society.** The analysis revealed that students not only developed positive feelings toward their home city, Bogotá, but also formed a meaningful emotional connection to their identity as "Bogocitizens". This was expressed through the S4, S7 and S20's own words:

*"Being a Bogocitizen means to explore and appreciate Bogotá." (S4 Newspaper communication April 2025)*

*"Being Bogocitizens means to be proud of our city to respect our city and specially [specially] to loved. [love our city]." (S7 Newspaper personal communication April 2025)*

*"Being a "Bogocitizens" means everything to me because Bogotá's MY HOME where I was born." (S20 Newspaper personal communication April 2025)*

Moreover, several students demonstrated critical thinking and civic awareness by suggesting ways to improve their home city, such as promoting environmental care, reducing litter, and fostering respect for and preservation of public spaces.

*"I would change of Bogotá that has a lot of trash in the strets [streets] and that the person was more cleanear [cleaner] in the public restrooms" (S21 Newspaper personal communication April 2025)*

*"I woul [would] change that is [There is] a lot of garbage in a lot of places [in Bogotá] and I would plant more trees so Bogotá will be a beteer[better] city in the Earth" (S2 Newspaper personal communication April 2025)*

*"I would change that the persons in Bogotá need to be more tidier and clean with the city so we don't have the city so much contaminated." (S7 Newspaper personal communication April 2025)*

Those findings align with Allen et al. (2021), who argue that belonging is shaped by the continuous interaction between individuals and their social environment, including people, objects, and lived experiences. Thus, fostering a sense of belonging in the classroom requires educators to recognize these dynamic interactions and provide spaces where students can connect language, identity, and community in meaningful ways. In this sense, validating students' cultural, historical, and linguistic backgrounds through translanguaging practices fosters an emotional connection to their roots, thereby strengthening their sense of belonging and pride towards their home city and its customs and traditions. This approach goes beyond significantly acknowledging the students' identity; it cultivates a deeper understanding of care, respect, and attachment to their home city, empowering them to preserve and celebrate their cultural and linguistic heritage.

***Recognition and inclusion of cultural identity.*** The data reveal that learners gradually developed a sense of belonging that is deeply intertwined with the recognition and inclusion of their cultural identity. This process unfolded through linguistic, emotional, and experiential

dimensions as students interacted with their city, its people, and its traditions. They expressed appreciation for local customs, diversity, and everyday practices that reflect Bogotá's multicultural character. Their discourses intertwined emotional, sensory, and social dimensions, showing that belonging was not limited to knowing about the city but to *feeling* and *living* it through shared experiences. The following excerpts illustrate how students recognized and included Bogotá's cultural identity through their artifacts. Their voices convey pride, curiosity, and emotional attachment to the city, reflecting how belonging emerges from lived experiences and bilingual engagement with local culture.

*“Being Bogocitizens means to be proud of our city, to respect our city and specially to love it. Thankiu to read my Bogociticents news. Bogotá is not only our city, IT'S OUR HOME!” (S7 Newspaper, personal communication, April 2025)*

*“The best in Bogotá. I loved when I ate granada fruit because in Paloquemao marketplace are many beautiful things and many delicious things there.”  
(S7 artifact, personal communication, April 2025)*

*“Here in Usaquéen you can find lots of shows. Now there is an Indian show presenting...  
(conversation with an artisan) This mineral here is lluvia, lluvia de plata: silver rain.”  
(S4 Video, personal communication, April 2025)*

*“I liked and learned that Bogotá has a lot of nature and our city the capital of Colombia is too big and that is what positive thing what I think. I learned that there are a lot of turistic places in Bogotá too now I know that in natural places like La Vieja Creek there can be waterfalls.” (S2 Newspaper, personal communication, April 2025)*

These excerpts show how students' voices moved from simple observation to a more personal and participatory engagement with their environment. The statement "*Bogotá is not only our city, IT'S OUR HOME*" encapsulates the affective dimension of belonging: pride, affection, and identification with Bogotá as both a physical and emotional space. Similarly, the description of local foods and markets illustrates how sensory experiences became mediators of cultural recognition, connecting taste and tradition to identity formation.

Additionally, several video fragments demonstrate how learners interacted bilingually with community members, using both English and Spanish to engage with artisans and local performers. This translanguaging practice served as a bridge between linguistic repertoires and cultural understanding, validating their bilingual voices as authentic tools for communication and inclusion. Moreover, references to natural places such as La Vieja Creek reveal how students expanded their notion of cultural identity to encompass ecological and geographical elements. Recognizing Bogotá's natural heritage as part of their identity reflects a broader and more inclusive understanding of what it means to belong to the city.

These findings resonate with García and Wei (2023), who argue that translanguaging creates spaces for learners to affirm their identities through the integration of personal, cultural, and linguistic resources. Likewise, Canagarajah (2022) emphasizes that multilingual interactions within local contexts foster translocal belonging, allowing learners to connect their individual experiences to collective narratives. The emotional tone evident in expressions of pride, admiration, and curiosity suggests that students were not merely describing their city but positioning themselves as active members of a culturally diverse and vibrant community.

In conclusion, the subtheme Recognition and Inclusion of Cultural Identity reveals how learners constructed belonging through appreciation, participation, and recognition of their cultural environment. Their artifacts portray Bogotá not only as a learning scenario but as a living, inclusive space where language and identity merge.

### *Translanguaging*

The concept of translanguaging also played a central role in this research, as it highlights learners' ability to use their complete linguistic repertoire to construct meaning, communicate ideas, and express identity. In bilingual education, translanguaging goes beyond language alternation; it represents a pedagogical stance that values students' linguistic and cultural resources as integral to learning (García & Li Wei, 2023). Within this study, translanguaging was not only a means of communication but also a transformative tool that fostered creativity, collaboration, and critical awareness.

Through translanguaging-based pedagogical practices, students were encouraged to draw from both Spanish and English to describe, analyze, and celebrate their local context, Bogotá. This approach positioned their languages as complementary rather than separate, promoting agency, inclusivity, and deeper engagement with content. The analysis of the artifacts revealed four interconnected subthemes: Strategic Use of Linguistic Repertoire, Development of Integrated Language Skills, Creative and Multimodal Expression, and Mutual Support and Co-construction of Knowledge. Together, these subthemes illustrate how translanguaging empowered learners to communicate meaningfully, develop linguistic confidence, and deepen their sense of connection to their home context.

***Strategic use of linguistic repertoire.*** The analysis revealed that students demonstrated a deliberate and flexible use of their linguistic resources to communicate ideas effectively. This was evident in their ability to alternate between English and Spanish within the same narrative.

*12th de octubre market. This market is not so big and not so small. I liked the most that this place has lots of fruits and vegetables, herbs such as mint, yervabuena, eucalyptus and this market is near to a traditional and famous place Doña Segunda's restaurant (S4 Bogocitizens Passport, personal communication, April 2025)*

Students used Spanish for culturally specific terms and English for structuring discourse. For instance, these practices were reflected as an intentional strategy to maintain authenticity while meeting the communicative demands of the task.

*Hi, I'm Ana María. Today I'm at the Cinemateca Distrital, which is located near the University of Los Andes and Monserrate. In this place you can do various activities, like on Saturdays, at 11 am, every Saturday there are activities for children. (S17 Video, personal communication, April 2025)*

*Ajiaco Santafereño. The chibcha people ate ajiaco before the spanish arrived. Then spanish added chichen to the original recipe... potato, chicken, and corn soup. Served with rice, avocado with heavy cream and capers. The people have to know that the ajiaco has 3 tipos of potatoes and herb known as "guasca" (S3 Bogocitizens Passport, personal communication, April 2025)*

Moreover, the strategic use of the linguistic repertoire reflects what Cenoz and Gorter (2022) describe as robust translanguaging, which promotes metalinguistic awareness and critical thinking by encouraging learners to reflect on language relationships. Similarly, Leonet et al. (2024) found that translanguaging pedagogies enhance critical language awareness, allowing

students to recognize language hierarchies and negotiate meaning across languages.

Additionally, Xing (2025) also highlights that translanguaging in writing fosters problem-solving and vocabulary skills development, as learners draw on their full repertoire during plan and drafting stages.

Furthermore, students' ability to strategically mobilize their linguistic resources demonstrates not only linguistic flexibility but also agency in navigating bilingual spaces. This aligns with Anderson's (2024) argument that translanguaging represents a paradigm shift in language education, positioning multilingual learners as active meaning-makers rather than passive recipients of monolingual norms.

***Development of integrated language skills.*** The findings demonstrated that fostering the coexistence of languages and creating learning environments where students' first language (L1) is valued equally alongside their second language (L2) enabled participants to potentiate their language skills and broaden their linguistic repertoire.

For instance, the following outcomes revealed that students not only explore and visit Bogotá landmarks, but also grow and learn from their lived experiences, demonstrating vocabulary enrichment in both languages. As S16 expressed:

*"I liked this place, the [Planetario] theater where he showed us the planets, all the stars, and I learned many names of constellations." (S16 Bogocitizens Passport, personal communication, April 2025)*

Similarly, S1 listed new names learned in a visit to the "Museo del oro" landmark: *"chest plate, nose ring, earrings, crown, bracelet, and necklaces." (S1 Bogocitizens Passport, personal communication, April 2025)*

These outcomes demonstrated how students acquired new vocabulary in English while simultaneously expanding their Spanish lexicon through contextualized learning in translanguaging practices.

In addition, S4's outcomes revealed the dynamic interplay between languages as the student included specific vocabulary in both English and Spanish, preserving local words in Spanish, like: "outer space", "sculptures", "religious man", "herbs", "lockers", "envuelto", "chorizo", "morcilla" (*S4 Bogocitizens Passport, personal communication, April 2025*). Such integration exemplifies how translanguaging enables learners to preserve local cultural expressions while expanding their linguistic repertoire with new English and Spanish language features.

Another relevant outcome revealed that students naturally transfer grammatical structures from their L1 when expressing ideas in their L2.

S9 reflected: *"My favorite thing was the Poporo because is a relic in the gold museum because I wanted to saw in a long time."* (*S9 video, personal communication, April 2025*)

Preserving the Spanish word "*Poporo*" maintained the cultural authenticity of the object and highlighted its local significance. At the same time, the sentence illustrates structural transfer from L1, as the expression used in Spanish, "*quería verlo hace mucho tiempo*", was transferred as "*I wanted to saw in a long time*", preserving and negotiating the intended meaning across languages. Additionally, the omission of the pronoun "*it*" in "*because is a relic*" reflects the influence of Spanish grammar, where subject pronouns are often unnecessary.

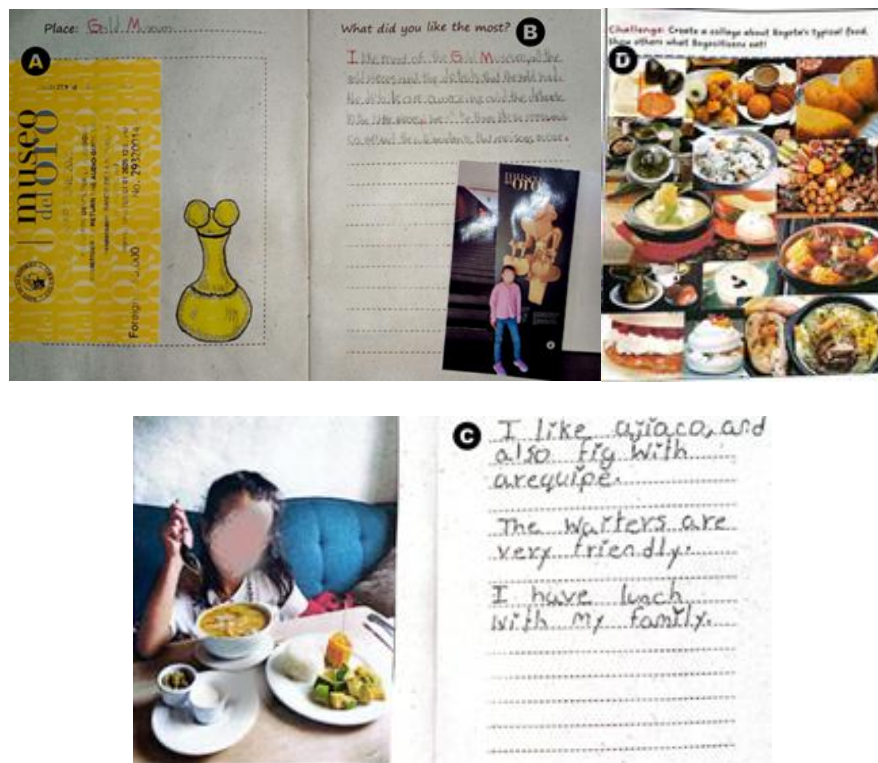
These examples demonstrated how translanguaging practices allow students to negotiate meaning by integrating their full linguistic repertoire. This statement is supported by the research studies conducted by Sembiante & Tian (2023) and Li (2011), which indicate that

translanguaging fosters metalinguistic awareness, enabling speakers to negotiate meaning. These authors suggest that linguistically diverse spaces empower students to become active participants in constructing their linguistic expertise, develop an expanded integrated repertoire, and cultivate their creativity and negotiation of meaning. This understanding is relevant to these findings, as the preservation of cultural terms such as *Poporo*, *Envuelto*, and *Morcilla*, as well as the natural transfer of grammatical features from Spanish into English, demonstrated that language learning is not a linear process of replacing one code with another; instead, it is a dynamic interaction where languages coexist to negotiate meanings and construct knowledge.

**Creative and multimodal expression.** Through writing, drawing, creating collages, including photographs, and creating a video, students engaged in a dynamic process of meaning-making that extended beyond traditional linguistic tasks.

**Figure 4**

*Student work collected during the project in April 2025*

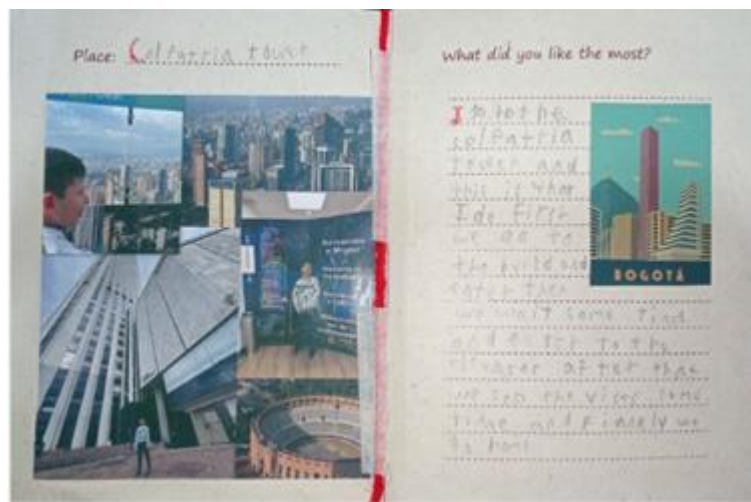


*Note.* Examples of S2 and S3 multimodal projects: (a) drawing of the Poporo and museum ticket, (b) personal reflection with photo, (c) short written description of an experience trying traditional meals, and (d) collage of traditional foods. Faces blurred for privacy.

These creative outputs allowed students to explore and represent Bogotá's cultural, historical, and natural landmarks in ways that were both personal and visually expressive. The diversity of formats enabled students to combine textual, visual, and performative elements fostering deeper engagement and displaying different modes of expression.

### Figure 5

*Student work collected during the project in April 2025*



*Note.* Example of S5 multimodal project combining a collage of Bogotá's landmarks with a written reflection. Faces blurred for privacy.

This approach aligns with the social semiotic theory of multimodality (Kress & van Leeuwen, 2001), which emphasizes that meaning is constructed through the interaction of multiple communicative modes. Within the framework of pedagogical translanguaging, creative and multimodal expression is recognized as a core principle that encourages learners to draw on

their full linguistic and semiotic repertoires to construct knowledge and affirm identity (García, Johnson & Seltzer, 2017). For instance, the video project exemplified this principle, as students performed as cultural guides, integrating spoken language, visuals, gestures, and movement to convey pride and connection to their city.

*Hello, everyone I'm going to show the golden museum of Bogota. First, I'm going to show the most important parts of the museum, things that I love and I think are awesome. ... Here you can find the Poporo. The poporo was made of a lot a lot of gold. It's so beautiful... (See Figure 4) (S19 Video, personal communication, April 2025)*

### Figure 6

*S19 presenting the Gold Museum during the video project*



*Note.* S19 pointed to a display of pre-Columbian gold artifacts—photo taken during the student's video recording, April 2025.

By designing multimodal compositions, students not only demonstrated linguistic flexibility but also exercised agency in how they chose to represent their cultural experiences. These practices highlight the transformative potential of translanguaging pedagogies to foster creativity, student voice, and inclusive learning environments.

*Mutual support and co-construction of knowledge.* The data reveal that translanguaging practices fostered collaborative learning environments, where students co-construct knowledge through shared experiences, dialogue, and family participation. This subtheme reflects how learners drew on both their linguistic repertoires and social relationships to make meaning collectively. The artifacts demonstrate that mutual support extended beyond linguistic assistance to include cultural exploration, emotional encouragement, and the collaborative production of multimodal content.

The following excerpts illustrate these dynamics. In one video, **S2** explored *La Vieja Creek* alongside family members, narrating the route, explaining ecological details, and responding to interview questions in English while maintaining the Spanish name of the site. This interaction shows that meaning making emerged through cooperation and shared discovery:

*“Why is La Vieja Creek so special for this city? – Because this is a natural place that ... to the principal ecological system of the city and it is essential for water resources protection and biodiversity conservation.” (S2 Video, personal communication, April 2025)*

Similarly, **S7**'s visit to *Paloquemao Market* portrayed active social participation, where the student interacted bilingually with sellers to learn about local fruits, mixing humor and curiosity:

*“¿Cómo es que se come? – Así amor, mira. – Sabe bien rico, sabe como a una pera con limón!” (S7 Video, personal communication, April 2025)*

This spontaneous exchange demonstrates how learners negotiated meaning and expanded vocabulary through authentic communication, building understanding collaboratively within their community.

**S10** also exemplified co-construction when describing activities at *Parque El Chicó*, connecting shared family moments to language learning:

*“The last time I go I play with my family.” (S10 video, personal communication, April 2025)*

Although linguistically simple, this utterance reflects how family interactions became meaningful opportunities for bilingual practice and identity construction. Similarly, **S11**’s *Bogocitizens Passport* entries reveal how cultural and familial bonds mediated learning. For instance, describing a visit to the *Gold Museum* and celebrating *Día de las Velitas* (Day of the Candles), the student associated learning with togetherness:

*“I visited the gold museum with my mother. I observed important and valuable artistic works of our country.” “I spent the day of the candles with family with Colombian food and recipes explained by our chefs.” (S11 artifact, personal communication, April 2025)*

Here, translanguaging serves as a connection between academic learning, family knowledge, and collective memory. Moreover, these excerpts collectively illustrate that translanguaging functioned as a social practice that supported both language development and collective understanding. Learners collaborated with peers, teachers, and family members to negotiate meaning, validate ideas, and jointly build knowledge about their cultural environment. This aligns with García and Li Wei’s (2023) view of translanguaging as a dynamic process that “expands learning through the integration of individual and community resources.” Similarly, Canagarajah (2022) emphasizes that multilingual collaboration enhances learners’ capacity to act as “knowledge co-constructors,” enabling them to draw from diverse semiotic and social resources.

In this sense, Mutual Support and Co-construction of Knowledge reveals that translanguaging not only bridges languages but also unites people. Through bilingual dialogue, emotional connection, and shared exploration, students positioned themselves as active participants in their own learning and in the collective construction of meaning.



## Conclusions

This study explored how a translanguaging-based project contributed to 2nd graders' sense of belonging to their home context at a private school in Bogota. The findings demonstrate that the integration of project-based learning (PBL) and translanguaging offers a powerful pedagogical framework that not only supports bilingual language development but also promotes emotional, cultural, and civic engagement among elementary students. Through a series of inquiry based and multimodal activities conducted both within the classroom and in the broader community, students engaged in research, exploration, and documentation of their experience by using a personalized passport, which served as a reflective and experiential record of their learning journey in their city.

Additionally, students' artifacts demonstrated a growing emotional connection to both their city and their home country, Colombia. Students refer to national traditions, cultural symbols, and show pride about them, which suggests that sense of belonging was extended beyond the local context to encompass a broader national identity. This relationship illustrates how translanguaging can be used as a linguistic strategy but also as a tool to foster a stronger connection to students' cultural identity.

Correspondingly, the project also highlighted the importance of family involvement in the learning process, given that students engaged in collaborative activities with parents and relatives, such as visiting local landmarks, trying traditional meals, and participating in cultural events. These interactions enriched the learning experience by bridging school-based knowledge with family and community practices. Therefore, family participation not only enhanced students' linguistic and cultural understanding but also reinforced their emotional ties to their home context, contributing meaningfully to their sense of belonging.

Regarding the research question, the study found that translanguaging based pedagogies encourage students to use their linguistic repertoires to express identity, negotiate meaning, and connect academic content with everyday life experiences. This approach validated students' voices, fostered inclusive classroom dynamics, and created spaces where learners felt recognized, valued, and emotionally connected to their context. Consequently, the project successfully met the stated objectives since its design and execution provided students with diverse opportunities to engage bilingually with their city through in a series of inquiry-based and multimodal learning activities, including research, visual arts, video production, written narratives and presentations, which enabled them to explore and represent their experience exploring Bogotá in both their home and foreign language. Also, the analysis of students' artifacts revealed rich insights into how learners perceive and relate to their surroundings, often expressing pride, curiosity, and a desire to contribute positively to the community. Finally, the linguistic and visual elements in the artifacts demonstrated a clear appreciation for Bogota's cultural, historical, and natural diversity, affirming the project's impact on fostering a sense of belonging.

To sum up, this research affirms that a translanguaging-based project, when combined within a PBL framework and supported by family and community, can significantly enhance young learners' sense of belonging by validating their linguistic and cultural backgrounds, promoting agency, and encouraging meaningful connections to their home context. The project not only fostered emotional and symbolic ties to Bogotá but also led students to actively identify themselves as *Bogocitizens*, a term that ended up being used to express pride, responsibility, and emotional attachment to their city. This self-identification reflects a deeper internalization of civic and cultural identity, suggesting that the pedagogical approach extended beyond academic

outcomes to influence students' personal and social development. Hence, such educational practices contribute to a more inclusive, culturally responsive, and transformative bilingual learning environment that affirms students' place within their socio-cultural context.

## Contributions to Bilingual Learning Environments

In today's globalized and multicultural societies, Bilingual Learning Environments (BLEs) have become essential spaces for fostering linguistic diversity, intercultural understanding, and global competence among learners. These environments not only promote the acquisition of additional languages but also nurture the development of cognitive, social, and cultural skills necessary to participate meaningfully in an interconnected world. As Rodríguez et al. (2023) highlight, bilingual learning environments constitute dynamic and transformative spaces that reflect the interplay between language, identity, and culture, thus demanding pedagogical approaches that value learners' linguistic repertoires and life experiences. In this sense, developing projects such as *Bogocitizens* contributes to the ongoing dialogue about how education can bridge linguistic and cultural boundaries while fostering a deeper sense of belonging and participation within local and global communities.

Building upon this view, it becomes crucial to adopt a holistic perspective of bilingual learning environments, one that recognizes language not merely as a communicative tool but as a social, cultural, and emotional resource that shapes learners' identities and ways of understanding the world. A holistic approach considers the interdependence between linguistic, cognitive, and affective dimensions of learning, emphasizing that meaningful bilingual education cannot be reduced to grammar instruction or isolated language skills. Instead, it involves creating spaces where students can integrate their prior knowledge, lived experiences, and multiple languages in authentic communicative situations. By embracing this comprehensive vision, educators can design pedagogical practices that respond to the learner's cognitive, linguistic, and cultural dimensions, fostering environments where equity, inclusion, and active participation are central to the bilingual learning experience. Consequently, such a perspective aligns with the

purpose of the *Bogocitizens* project, which seeks to empower learners as active participants in their local context through meaningful, translanguaging experiences that reflect real-life communication and cultural belonging.

Within this holistic framework, translanguaging played a transformative role in strengthening the authenticity and inclusivity of the bilingual learning environment developed through the *Bogocitizens* project. It contributed to creating spaces where learners could connect their linguistic resources with their lived experiences in Bogotá, using language as a tool for reflection, expression, and collaboration. Throughout the project, translanguaging encouraged students to draw on their full linguistic repertoires to communicate ideas, construct knowledge, and participate actively in classroom interactions. This pedagogical stance not only enhanced linguistic confidence but also fostered a sense of agency and belonging, as learners felt that their identities and ways of speaking were valued and legitimized within the educational process. As a result, translanguaging enriched the bilingual learning environment by bridging languages, cultures, and lived experiences, demonstrating that meaningful bilingual education extends beyond language mastery to include identity affirmation, critical awareness, and community engagement.

Extending this perspective, interculturality and global citizenship emerged as essential formative horizons in the development of bilingual learning environments, as they invited learners to perceive language not merely as a communicative tool but as a bridge for understanding, empathy, and social transformation. Within the *Bogocitizens* project, these principles guided the design of learning experiences that fostered respect for diversity and critical awareness of students' identities and surroundings. By integrating local and global dimensions, the project encouraged learners to value their cultural heritage while engaging with

diverse perspectives, thereby contributing to the formation of inclusive, reflective, and socially responsible citizens. Through their active engagement with their immediate context, the city of Bogotá, students not only strengthened their bilingual competences but also developed a deeper sense of global citizenship, recognizing themselves as active participants in both their local and global communities.

In summary, the contributions of this study to Bilingual Learning Environments lie in the integration of theoretical, pedagogical, and contextual dimensions that collectively promote inclusive and transformative education. The *Bogocitizens* project demonstrated that adopting a holistic and translanguaging-oriented perspective enables learners to connect their linguistic repertoires with meaningful cultural and social experiences, thereby enhancing their sense of belonging and agency (see Appendix 7). Moreover, by embedding interculturality and global citizenship as guiding principles, the project fostered spaces where students could reflect critically on their identities, appreciate diversity, and engage responsibly with their communities. These insights reaffirm that bilingual education must transcend linguistic instruction to embrace the cognitive, emotional, and sociocultural realities of learners. Ultimately, the experiences derived from this research and from the Master's in Bilingual Learning Environments program underscore the potential of Bilingual Learning Environments to serve as spaces for equity, participation, and human connection in contemporary education.

### Further research

This study opens several avenues for future research to broaden the examination of variables concerning translanguaging-based projects in bilingual learning environments. For instance, this research study focused on implementing a translanguaging-based project in a private school; however, further research will be valuable to explore how translanguaging practices function in public educational settings. Public schools may reflect greater linguistic diversity in their student populations, as they may include students from various regional, cultural, and linguistic backgrounds. This diversity provides a rich context for examining how translanguaging supports inclusion, participation, and identity development. At the same time, public educational institutions may face particular constraints regarding classroom resources, teacher training, and language policies. This is relevant to further studies, as rather than limiting the implementation of translanguaging, these factors can motivate researchers to explore alternative translanguaging-based strategies, adapt practices to diversified lived realities, and analyze whether this approach is suitable for all educational contexts.

In addition, further research could explore the implementation of translanguaging-based projects across different grade levels and ages to analyze developmental variations in language use, identity formation, and civic engagement. Comparing early childhood, primary, and secondary students may reveal age-specific translanguaging-based pedagogical strategies that best support multilingual expression and critical reflection within bilingual learning environments. Such investigations would contribute to a deeper understanding of how translanguaging evolves throughout students' learning stages.

Moreover, further research could also examine how translanguaging-based projects can foster students' sense of belonging by engaging them in activities that include non-touristic areas

of their home city. The Bogocitizen Project explored how translanguaging-based practices strengthen students' sense of belonging towards their home context, Bogotá. Interestingly, the findings revealed that participants primarily highlighted and visited the city's most recognized, iconic, and touristic landmarks, suggesting that their understanding of home context was shaped by dominant, visible urban narratives. By contrast, this suggests the need to investigate future translanguaging-based projects that include context-rich activities in non-touristic or marginalized areas, allowing participants to experience and reflect on the linguistic, cultural, and social diversity that also shapes Bogotá. Such initiatives may not only broaden participants' perspectives but also foster more meaningful connections with diverse communities while developing civic awareness and critical thinking about issues of inequality.

In conclusion, expanding research on translanguaging across diverse educational settings, grade levels, and social contexts may inform more inclusive pedagogical practices that recognize and celebrate students' full linguistic and cultural identities, promoting transformative bilingual learning environments. The Bogocitizen Project demonstrated that translanguaging is not only a linguistic practice but also a powerful pedagogical tool to strengthen students' sense of belonging, critical awareness, and emotional connection to their home context and realities.



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## Appendix

### Appendix 1 Informed assent form



**Proyecto de Grado: Bogocitizens: Boosting Second Graders' Sense of Belonging Towards Their Home Context Through a Translanguaging-Based Project.**  
**FORMATO ASENTIMIENTO INFORMADO**  
**Padres de familia y participantes menores de edad**

El proyecto, titulado Bogocitizens: Boosting Second Graders' Sense of Belonging Towards Their Home Context Through a Translanguaging-Based Project, será parte de una investigación para la maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás. El equipo investigador está formado por los maestrantes María Fernanda Batíoja, Sebastián Bernal y Laura Tatiana Beltrán.

El objetivo es explorar cómo un proyecto basado en el uso de translanguajismo puede fortalecer el sentido de pertenencia de los estudiantes de grado segundo en un colegio bilingüe en Bogotá. A través de actividades que integran sus lenguas y experiencias culturales, buscamos crear un ambiente inclusivo donde los niños aprecien su contexto local. Los datos cualitativos se recopilarán a partir de las actividades realizadas por los estudiantes y sus percepciones durante el desarrollo del proyecto. Toda la información recogida será tratada con confidencialidad y se utilizará exclusivamente con fines académicos. La participación de su hijo/a es importante porque fomentará su sentido de pertenencia a través del reconocimiento de sus habilidades lingüísticas en español e inglés.

Se le ha informado sobre los beneficios del proyecto, que incluyen el avance del conocimiento y el bilingüismo, así como la creación de un ambiente de aprendizaje que considere el contexto de los estudiantes. También se ha explicado el procedimiento de recolección de la información y cómo se protegerán los datos personales. Las producciones de los estudiantes serán almacenadas de forma segura y no se compartirán con terceros sin su consentimiento. Los resultados del proyecto solo se usarán con fines académicos y serán publicados en el repositorio institucional de la Universidad Santo Tomás.

La participación es completamente voluntaria y su hijo/a puede retirarse en cualquier momento. Para cualquier pregunta o inquietud, puede contactar a la investigadora María Fernanda Batíoja a través del correo electrónico [mbatioja@docente.als.edu.co](mailto:mbatioja@docente.als.edu.co).

En consecuencia, se otorga el consentimiento para que el estudiante participe en el proyecto; asimismo, se autoriza el tratamiento de datos personales, de acuerdo con los términos expresados en este documento. A continuación, se incluyen los datos de los padres y los del estudiante:

\_\_\_\_\_  
**Firma**

**Nombre del padre de familia y/o acudiente responsable del menor**  
C.C

**Nombre del estudiante**

\_\_\_\_\_  
Tarjeta de identidad (si es mayor de 12 años)

Yo \_\_\_\_\_ (nombre del estudiante) **SÍ**  **NO**  acepto participar de forma voluntaria, según los términos explicados por mi acudiente, profesor@ acerca de mi participación en este proyecto.

**Contacto de emergencia compartido por el acudiente:**  
\_\_\_\_\_



Appendix 2. Institutional approval form



**Maestría en Ambientes de Aprendizaje  
Opción de grado (2)-Docente Sandra Milena Rodríguez**

**Bogotá, 31 de marzo de 2025**

**Miembros Comité de ética, bioética e integridad científica (CEBIC)  
Maestría en Ambientes Bilingües de Aprendizaje  
Universidad Santo Tomás**

Cordial saludo,

A través de la presente comunicación, y en mi rol como coordinadora, confirmo que hemos sido debidamente informados sobre el proyecto de grado titulado **Bogocitizens: Boosting Second Graders' Sense of Belonging Towards Their Home Context Through a Translanguaging-Based Project.**, liderado por los maestrantes Laura Tatiana Beltrán Losada, Sebastián Alejandro Bernal Reyes y María Fernanda Battoja Álvarez, estudiantes de la Maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.

Entendemos que el desarrollo del proyecto incluye un componente metodológico que implica la recolección de datos con miembros de nuestra comunidad. Se nos ha comunicado que los datos recopilados serán de naturaleza cualitativa y se gestionarán mediante el consentimiento informado de los acudientes de los participantes. En cuanto al rol de la institución, esta brindará apoyo facilitando el acceso a los participantes, supervisando el proceso, y manteniendo una comunicación permanente con una de las investigadoras, María Fernanda Battoja Álvarez, quien también ejerce como docente en nuestra comunidad. Adicionalmente, la institución permitirá el uso de recursos tecnológicos, pedagógicos e infraestructura, de acuerdo con su capacidad instalada, para el desarrollo del proyecto.

Asimismo, hemos sido informados de que en la recolección de información participarán menores de edad, por lo que la institución reafirma su compromiso con la protección de los derechos y el bienestar de los participantes. Se ha acordado que, al finalizar el proyecto, el equipo investigador socializará los resultados y diseminará la información a través de un reporte digital, de acuerdo con los términos establecidos por la institución. Además, el equipo investigador estará disponible para resolver cualquier duda o inquietud que surja durante el desarrollo de la investigación, a través de la docente investigadora del colegio.

Como institución que avala la implementación del proyecto, reconocemos que el acceso a los hallazgos y resultados puede contribuir al fortalecimiento de las prácticas educativas y los ambientes de aprendizaje inclusivos, enriquecidos por la diversidad cultural y lingüística.

Se firma la carta de aval para la implementación por parte de la institución Colegio Bilingüe Abraham Lincoln, Cll 170 #511-81, Bogotá, Colombia.

**Rocío Mongui Sánchez**  
Coordinadora de ciclo II – Sede Primaria  
Contacto en la institución: [rmongui@als.edu.co](mailto:rmongui@als.edu.co)



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Appendix 3 Artifact Instrument 1 First data collection artifact design



**BOGOCITIZENS  
PASSPORT**  
2023-2024

Welcome to Bogotá. Your journey begins here!

Bogotá is the capital of Colombia and its largest city. It is a diverse and multicultural place in which people from all regions live together.

The city is also very green thanks to its parks and the mountains that surround it. But Bogotá has the colors of modern buildings and authentic colonial structures which are considered historical treasures from the ancient time.

Thanks to this past and present fusion, Bogotá is an ideal location as it involves history, entertainment, delicious cuisine, culture, business, and much more.

Enjoy your visit.



**BOGOCITIZENS PASSPORT**

NAME: \_\_\_\_\_  
GRADE: \_\_\_\_\_  
NATIONALITY: \_\_\_\_\_  
DATE AND PLACE OF BIRTH: \_\_\_\_\_  
SIGNATURE: \_\_\_\_\_

**BOGOTÁ MAP**



Place: .....

What did you like the most?

.....

.....

.....

.....

.....

.....

.....



**Bogocitizens Adventure!**  
Arts and history

Are you ready to be an art critic?

**Arts and history**

Museum: .....

Imagine you're an art critic when visiting your assigned museum. Choose an object or painting that you like.

Object or painting name: \_\_\_\_\_



- List all the elements you can see in the object or painting.  
.....  
.....
- What is it about? What do you think the artist was trying to explain?  
.....  
.....
- What do you like about the object or painting? Would you change something?  
.....  
.....



**Challenge:** Turn away from your object or painting and draw it from memory in the square down below. When you are ready turn back around and fill in the details that you missed. Take pictures of your real object or painting and glue them here. Also, take pictures of your experience, choose the best ones, and send them to your teacher.

PHOTO OF REAL OBJECT OR PAINTING	PHOTO OF YOUR DRAWING AND CREATION



**BogoCitizens adventure!**  
Books and Culture

Place you visited: \_\_\_\_\_

- Start your visit by getting a library card or membership. Take a picture with it. 📷
- Choose a book that you like and read it at the library.

- Why did you choose this book?  
\_\_\_\_\_  
\_\_\_\_\_
- How would you describe it to a friend?  
\_\_\_\_\_  
\_\_\_\_\_
- What is the title? Why do you think this title was chosen?  
\_\_\_\_\_  
\_\_\_\_\_
- If you had to choose a different title for it, what would it be?  
\_\_\_\_\_  
\_\_\_\_\_

**Challenge:** create a new cover for the chosen book. You can use any type of material that you want, crepe paper, recycled material, sequins, let your creativity come to life!



## BogoCitizens Adventure!

Our cuisine

If you visited: \_\_\_\_\_  
Choose a meal, side dish or dessert you tried. Then interview someone from the restaurant or the market and ask the following questions:

1) What is the name of the dish?

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2) Why is it representative of our culture?

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3) What is it made of?

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4) What else do people need to know about it?

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**Challenge:** Create a collage about Bogotá's typical food. Show others what Bogocitizens eat!



Appendix 4 Artifact Instrument 2 Second data collection artifact design

## BogoCitizens Tik Trip!

### Artifact 2

## Video: Time to be a Tik Toker!

📍 Choose a place you visited and liked the most from the BogoCitizens adventure: \_\_\_\_\_

**This is your chance to become a TikToker!**

Brainstorm the following questions!

<p style="text-align: center;">Where is this place located?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"><span>❤️</span><span>💬</span><span>🗒️</span></div>	<p style="text-align: center;">Why is this place special in the city?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"><span>❤️</span><span>💬</span><span>🗒️</span></div>	<p style="text-align: center;">What did you do in this place?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"><span>❤️</span><span>💬</span><span>🗒️</span></div>
<p style="text-align: center;">Why would you recommend this place?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"><span>❤️</span><span>💬</span><span>🗒️</span></div>	<p style="text-align: center;">Why do you like this place?</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"><span>❤️</span><span>💬</span><span>🗒️</span></div>	<p style="text-align: center;">Write anything extra you loved or felt. Maybe a funny moment, a cool fact, or something you didn't want to forget!</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"><span>❤️</span><span>💬</span><span>🗒️</span></div>

**Now you are ready to make your video!**

In your video, make sure to:

- Share the answers to the previous questions about your favorite place.
- Add interesting facts or things you learned about it.
- Use audio and visual materials like pictures, drawings, music, or background sounds to make your video more fun and creative!



Appendix 5. Artifact Instrument 3. Third data collection artifact design

MAY, 2025



# THE BOGOCITIZENS' TIMES

## "EXPLORING BOGOTÁ, ONE STORY AT A TIME"

**A** must-see in this city is (Tell us your favorite part of the adventure! explain)

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**DRAW OR PASTE YOUR FAVORITE MEMORY**

**SHARE SOMETHING NEW YOU LEARNED ABOUT BOGOTÁ OR THE PLACES YOU VISITED.**

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**THINK ABOUT WHAT YOU WOULD CHANGE OR IMPROVE.**

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**IN THIS SECTION, EXPLAIN WHAT IT MEANS TO BE A BOGOCITIZEN.**

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**MEET THE AUTHOR (PHOTO AND SHORT BIO OR FACT ABOUT YOU)**



Appendix 6. Matrix form for data analysis

Instrument	Excerpt	Initial code	Category	Comments	Presence of translanguaging (Yes/No/Example)
<b>Passport</b>	<b>Museo del Oro- Mummyfication!</b> A truly fantastic adventure. I discovered over 34.000 amazing precolombian treasures made of gold like: "Poporo Quimbaya" from our great forefathers. If you go on Sunday, entrance will be free. 3 hours discovering our richest ancestors.	Appreciation of cultural and natural heritage	Connection with the Local Context	The student recognizes indigenous heritage	Creative and Multimodal Expression through Innovation in presenting ideas using multiple semiotic resources This kind of wordplay reflects the student's ability to manipulate language for effect, making their descriptions more vivid and personal. It also shows confidence and ownership of the bilingual space.
	<b>La juguetería-</b> Delicious fun! More than just visiting a place to enjoy Colombian food. It's a journey through the history of toys past generations played with, like those our parents and grandparents played. A nice place for eating and joy.	Shared learning experiences	Recognition and inclusion of cultural identity	The student highlights intergenerational learning and cultural continuity.	
	<b>El planetario - Lunatic!</b> This is a stary adventure about our universe in an interactive setting. A great highlight the live talks and the space museum. It is an educational and exciting experience. Ther is a souvenirs store for buyng funny cosmic things.	Recognition of Bogota's landmarks	Connection with the Local Context	The student identifies and describes iconic places in Bogotá, showing strong spatial and historical awareness.	

Appendix 7 BLE Group reflection.